

# STATE UNIVERSITIES CIVIL SERVICE SYSTEM

*Sunnycrest Center  
1717 South Philo Road, Suite 24  
Urbana, Illinois 61802-6044*



**John Brewster**  
*Merit Board Chair*  
**Walter G. Ingerski**  
*Director*

TO: Beth Slotnik, University of Illinois  
A.G. Monaco, Southern Illinois University  
Tom Morelock, Northern Illinois University  
Sharon Stanford, Illinois State University  
Alice Costa, State Universities Civil Service Advisory Committee

FROM: Kenneth L. Price & Dennis N. Smith, Co-Chair

DATE: February 26, 2002

RE: PAA Work/Study Committee

Attached is a report of the 3<sup>rd</sup> meeting of the PAA Work/Study Committee held on February 13, 2002. The committee is scheduled to meet again March 27, 2002 at 10:00a.m. at the System Office.

Please be prepared to focus on and discuss the issues outlined in this report.

## PAA Issues

### Overview/Background

The third meeting of the Principal Administrative Appointment (PAA) Work Study Committee was held on February 13, 2002 at the Civil Service System Office. Those in attendance included the following Merit Board Staff: Dennis Smith, Ken Price, Jeff Brownfield, Pulchratia Kinney, and Gail Hankins. Other representatives included, Tom Morlock (NIU), Mary Jordan (U of I), Sharon Stanford (ISU) and Alice Costa representing the Employee Advisory Committee.

This meeting focused on issues and concerns of the System Office regarding the application of the rules governing PAA's. Previous meetings have focused on the reasons employers use PAA employees and examples and concerns regarding the increasing number of PAA employees, specifically related to the use of the Standard Titles of Coordinator, Assistant To, and Specialist.

Prior to the February 13 meeting, a preliminary meeting was held with representatives of the University of Illinois (February 12, 2002) regarding PAA issues. This meeting also included discussion on other issues specific to the current audit at the Urbana campus and issues that are unique to that institution. Concerns reviewed during the February 12 meeting were discussed with Director Ingerski prior to the February 13 meeting. Comments and concerns expressed by the U of I staff at the February 12 meeting were also discussed during the February 13 meeting.

Following System staff discussion with Director Ingerski, a suggestion was made by the Director to change the focus of the February 13 meeting and to concentrate on issues that related specifically to improvements that could be made to the Civil Service System that would provide flexibility for Employers in meeting their needs regarding the hiring process.

### February 13, 2002 PAA Work Study Committee Meeting

Throughout the meetings regarding PAA's, the System Office has concentrated on positions that have been exempted as PAAs that we believe also meet the criteria for Civil Service employment. This continues to be our main concern, and through the audit process or through procedural changes, we will continue to insist that a civil service appointment be made when a civil service class is a viable option.

A summary of ideas and suggestions is included. The goal of this report is to identify the key issues facing employers and to address these needs through the Civil Service System.

### Professional Series (Civil Service Classifications)

Develop a new series or multiple series of classifications that would constitute general administrative/professional work. These classifications would have job functions and criteria similar to those of Assistant To, Coordinator and Specialist appointments. Graded resumes or applications would fulfill the testing requirements for these classifications.

### Change Qualifications of Current Classifications

Selected classifications would be changed to include a college degree (Bachelors) as a minimum qualification. Entry-level positions would continue to have experience or education as the basis of qualification. "Traditional" civil service exams would remain for entry-level classifications, while upper-level "exams" would consist of graded resumes, applications, or "one page" exams.

Examination (Professional Series/Upper Level Professional/Technical/Medical)

Examinations for the Professional Classifications and for those upper-level Civil Service classes would include grading an applicant's resume or standardized application, in lieu of the traditional Civil Service exam. This "one page exam" would reflect specific education and experience related to the position to be filled and could be completed on-line or with paper and pencil at the time of application and as part of the application process. Those applicants meeting the "criteria" for the vacant position would be given a referable score and eligible for interview.

Examination Grading & Register Scores

As examinations for selected classifications are developed, rating guides will be constructed so as to result in larger numbers of candidates being available for consideration within the "top three" scores.

Pre-Employment Interest

Employers are encouraged to develop internal referral mechanisms [consistent with System Rules and Procedures] that will exclude the referral of candidates that are not interested in employment for a particular vacancy.

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**John Brewster**  
*Merit Board Chair*  
**Walter G. Ingerski**  
*Director*

October 24, 2001

To: Alice Costa, Chair, *SUCSAC*  
Rita Hunt, *University of Illinois*  
A.G. Monaco, *Southern Illinois University*  
Tom Morelock, *Northern Illinois University*  
Sharon Stanford, *Illinois State University*

From: Ken Price, Manager, Classification and Pay  
Dennis Smith, Deputy Director

RE: PAA Work/Study Committee Meeting

Attached please find a summary of our October 16, 2001 meeting. Please review the summary for completeness and accuracy and submit any corrections to our office no later than November 15, 2001. We will be contacting you in the near future to schedule another committee meeting.

Thank you for your participation.

## REPORT OF FIRST MEETING OF PAA WORK/STUDY COMMITTEE

The first meeting of the reactivated Principal Administrative Appointments Work/Study Committee was held at the System office on October 16, 2001. The following individuals attended:

Rita Hunt, University of Illinois; A.G. Monaco, Southern Illinois University; Tom Morelock, Northern Illinois University; Sharon Stanford, Illinois State University; and Alice Costa, State Universities Civil Service Advisory Committee. Ken Price and Dennis Smith, System office served as Co-chairs. Jeff Brownfield and Pulchratia Kinney also attended from the System office.

The focus of the meeting was to discuss positions that could be classified as professional or paraprofessional civil service jobs that also meet the Criteria Standards for exemption. The System office as well as the Civil Service Advisory Committee has been concerned for some time about traditional civil service jobs that are now being exempted from civil service under the Criteria Standards for *Assistant to, Coordinator or Specialist*. The major items of discussion during the meeting centered on the reasons and/or causes for employers using academic professional appointments rather than civil service appointments for these types of jobs, as well as ways in which the Civil Service System could be strengthened.

Some university representatives expressed the belief that increases in numbers of academic professional (AP) employees was the result of the creation of new jobs that were made legitimately under the criteria standards. In attempting to identify some of the reasons why employers prefer to utilize AP employees instead of civil service, the following was discussed:

"Professional employees" (the types of persons that are hired into these "gray area" jobs that fit both upper-level civil service class specs and meet the criteria standards for exemption) often object to being thought of as "civil servants". Civil service jobs are typically perceived to be clerical, service and trades jobs, while professional jobs are those for which university degrees are a pre-requisite. Conversely, civil service jobs and classifications that do not require a college degree are viewed as unprofessional. As members stated, "we are in the education business, and we believe the degrees we grant are worth something". To some, it appears that the civil service system doesn't value the very product that the universities produce.

The comment was also made that job security and career track opportunity that civil service employment provides is not of primary importance to many AP employees. For these employees, their career is in the job they do, not with their employer. They stay in their job as long as they are stimulated and challenged by the work they do; otherwise, they leave and seek employment elsewhere. AP employment also offers employers the ability to address issues that cannot be addressed under civil service, such as diversity. For example, even though several male applicants may be the most highly qualified for a particular job, AP employment offers them the ability to hire a female in the job if that is what is needed.

One of the major items discussed centered on the topic of testing. There was wide spread consensus of the representatives that testing for professional jobs is not an attractive recruitment tool. It is generally believed that the testing of persons for professional jobs provides little, if

any benefit to employers; they do not believe the testing process gives them any better candidates than they can recruit for, interview and select themselves. Examinations for professional positions are perceived as restrictive instead of weeding out unqualified candidates; i.e., good candidates do not get in, while undesirables do. The prevailing belief was that until civil service can give departments the same applicant pool that they can get on their own, they will always opt for doing it themselves.

In addition, the group expressed the opinion that AP employment offers them the best method of taking advantage of a narrow window of opportunity to hire the best applicant. The register/referral procedure under civil service cannot be implemented in a timely manner sufficient to facilitate this. Registers are often clogged with persons who have tested years ago. The referral/interest letter requirement delays the process making it less than timely. Civil Service tests are often perceived by employing departments as not particularly appropriate for their specific job. AP employment allows employers to advertise flexible qualifications that are specific to the job being filled. AP employment also offers flexibility in recruitment (out of state).

With respect to strengthening the civil service system so that it could be of more service to employers, the following was discussed:

Better register management could improve the perception of civil service by managers. For example, after a certain number of rejections by hiring officials, candidates could be passed over for future considerations without counting against the number of referrals the hiring official has available for a vacancy. Blocked registers were seen as a significant problem with respect to interviewing a wide range of candidates. There was general agreement that names should be removed from registers after having remained on the register for a prescribed length of time. This would not only allow "dead wood" to be removed, it would also help insure that persons on the registers possess skills that are timely, as opposed to having been tested 5 or 6 years ago.

The Rule of 3 is often an impediment, especially when it involves Veteran's preference. For example, employing departments have no confidence that a candidate with a test score of 98 is any indication of that person's ability to do a better job than one with a score of 93. *Banding of test scores* to determine the top 3 *register scores* would be an appropriate way to expand the number of candidates available for interview. This would have the added advantage of facilitating employer's needs to address issues such as diversity.

This report is to be circulated to all committee members for their review. In the meantime, the members are to think about, and be prepared to discuss the following at the next meeting:

What remedy should be administered when the Audit Team discovers an exempt position that should be a civil service appointment?

What process is used on campuses to determine whether a position should be AP or Civil Service? What administrative area is responsible for that decision?

## SUBTITLE A

**Section 250.110 Separations and Demotions**c) Furlough

- 1) A furlough is the placement of an employee in a temporary non-duty, non-pay status for a continuous or non-continuous period of time not to exceed 30 work days in any twelve month period.
- 2) An employee on furlough shall not be at work or on standby or on-call and shall not perform any state work during furlough time. A furlough can be either voluntary or mandatory. A furlough is not considered a layoff or a reduction in force action.
- 3) Notwithstanding any other rule in this Part, or the fact that an employee's work hours or pay is reduced by the requirement to take furlough, all furlough time is considered creditable time for all purposes as if the furloughed employee was in pay status. Furloughed employees shall be entitled to the same benefits under this Part to which the employee was entitled on the paid workday immediately preceding the furlough.
- 4) Voluntary or mandatory furlough programs must be inclusive of all employees regardless of employment status, source of funds, or place of work. Employees shall be notified as soon as possible of any mandatory furlough requirements. An employee on paid military leave or other unpaid leave shall not be scheduled for furlough during the leave and may be scheduled upon return to work, if the furlough program remains in effect.
- 5) Furlough shall not be used when permanent or temporary layoff or emergency shut-down is appropriate. Furloughs shall not be used as a substitute for permanent part-time employment.
- 6) Program Approval – An Employer, with prior approval from the Executive Director, may institute a voluntary or mandatory furlough program. The Employer shall indicate whether the furlough is for the entire agency or a designated division or program, an explanation of the facts related to the temporary nature of the event causing the furlough and the specific funding deficit related to the affected work areas, a summary of the budgetary analysis conducted and how the furlough shall relieve the budgetary shortfall, the initial effective date of the program, the number of days that employees shall be on furlough and end date of the furlough program. Employers shall track which employees have taken furlough and the cost savings.

de) Layoff

- 1) The Executive Director shall be notified promptly of all employees on layoff status, together with date of beginning of layoff, and of return to employment from layoff status, when such layoff exceeds 30 consecutive work days. A status

## SUBTITLE A

employee shall receive a written notice, at least 30 calendar days in advance of the effective date of layoff, when such layoff exceeds 30 consecutive work days; however, the effective date of layoff may be extended up to 15 days without the requirement of further notice.

- 2) Whenever it becomes necessary to lay off one or more employees, except as provided in subsection (c)(3), the employee who has the least amount of service in the class shall be laid off first, and additional layoffs shall be made in the ascending order of the place of the employee on the service and seniority lists for that class.
- 3) An employee, who is the incumbent of a position for which the Executive Director has authorized specialized certification under Section 250.60(d)(9), or who is the incumbent of a position which has previously been identified as requiring specialized training or experience as required by the position in accordance with minimum acceptable qualifications for the class may not be bumped by another employee with greater seniority unless the employee with greater seniority possesses the special and identified qualifications authorized for the incumbent's position.
- 4) Whenever it becomes necessary to reemploy one or more employees in a class, the employee last laid off by seniority shall be reemployed first, and further reemployment shall be made in the order of seniority until the reemployment register for that class is exhausted. Work of short duration requiring reemployment of one or more employees will not require a new written 15 day advance notice of layoff if the work period is to be 5 consecutive working days or less and the work is emergent in nature.
- 5) A status employee who is subject to layoff from a part-time position, may bump an employee in a full-time status position, providing the part-time employee's equivalent full-time accrued seniority based on hours in pay status is greater than that of the least senior employee in a full-time position. A full-time status employee, who is subject to layoff, may bump the least senior full-time employee, who then may bump the part-time employee having the highest percent-time appointment providing the full-time employee has more accrued seniority.
- 6) Names of employees laid off during their probationary periods shall be returned to the register from which they were certified to their position in accordance with service in a status appointment earned as of date of layoff.



**State Universities Civil Service System  
Human Resource Directors Advisory Committee  
Agenda**

***July 31, 2009***

- I. Welcome and Introductions
- II. Update on Rule Revisions
  - Section 250.70(d) and (e) Trainee/Learner Appointments
  - Section 250.110(b) Leave of Absence
  - Section 250.110(e) Discharge
  - Section 250.60 Eligible Registers
- III. Discussion on Possible Rule Revision
  - Layoffs – less than 30 days
  - Furloughs
- IV. Review and Discussion of Proposed Revision to Police Specifications
- V. Review and Discussion of Pilot Program Specifics
- VI. New Topics for Discussion
  - Review of Survey Document
- VII. Update on System Office Activities
  - Budget Update
  - Class Plan Activities
  - Audit Schedule
  - Legal Update
- VIII. Next Meeting – scheduled for November 6

***HRDAC Meeting  
Discussion Topics  
Friday, July 31, 2009***

**I. Topics that can be addressed through procedural revisions:**

- A. Compensation reporting/approval requirements – **Need more information.**
  - Appendix A
  - Statute sections 36d(3) and 36k(1)
  - Employment Procedures Manual 1.2 through 3.2
- B. Requirement that position audits be completed within 30 days – **Completed**
  - Appendix B
  - Statute section 36d(1)
  - Rule 250.30(e)(1)
  - Classifications Procedures Manual 2.3
- C. Requirement that exams be scheduled within 15 days - **Completed**
  - Appendix C
  - Statute section 36d(6)
  - Rule 250.50(a), (b)(2), and (e)
  - Examinations procedures Manual 1.3
- D. Improperly high/inconsistent standard for discharge - **Completed**
  - Appendix D
  - Statute section 36o
  - Rule 250.110(e)
  - Employment Procedures Manual 4.9, 5.2, 5.3, 5.4
- E. Requirements related to signed job descriptions –**Will update procedures to include electronic formats.**
  - Appendix E
  - Statute sections 36b(2), 36d(1) and (2)
  - Classification Procedures Manual 2.2
- F. Requirements related to audits – **Need more information.**
  - Appendix F
  - 36b et seq. and Part 250
  - Rule 250.140(c)

**II. Topics that can be addressed only through rule revisions:**

- A. Requirements related to “open and continuous” testing and “retests”- **Completed procedural change to section 1.3 of Examination Manual.**
  - Appendix G
  - Statute section 36b(2)

- Rule 250.50(a), (b)(2), and (e)
  - Examinations procedures Manual 1.3
- B. Requirements related to duration of names on registers - **Completed**
- Appendix H
  - Statute section 36d(7)
  - Rules 250.60(g), (h), (i), (j) and (k)
  - Employment Procedures Manual 1.4, 1.4a, 1.4b, and 1.4c
- C. Requirements related to obtaining approval of selective certification – **Need more information.**
- Appendix I
  - Statute section 36d(2)
  - Rule 250.60(d)(9)
  - Classification Procedures Manual 4.4
- D. Requirements and process related to A/P exemptions - **Completed**
- Appendix J
  - Statute section 36e(3)
  - Rule 250.30(a)
  - Principal Administrative Appointments Manual 1.1 through 2.1

### **III. Topics that can be addressed only through statutory revisions:**

- A. “Rule of Three” requirements –**Needs Analysis.**
- Appendix L
  - Statute section 36h
  - Rules 250.50(f)(5) and 250.60(d)
  - Employment Procedure Manual 1.5
- B. Application of seniority/bumping provisions to soft money positions - **Needs Analysis.**
- Appendix M
  - Statute section 36i
  - Rule 250.110(c)(5) and 250.80(b)
  - Employment Procedures Manual 3.3 and 4.7
- C. Requirements related to seniority/bumping – **Needs Analysis.**
- Appendix K
  - Statute section 36i
  - Rule 250.110(c)(5)
  - Employment Procedures Manual 4.7
- D. Limitations on temporary appointments (Extra Help) - **Needs Analysis.**
- Appendix N
  - Statute section 36m
  - Rule 250.70(g)
  - Employment Procedures manual 2.10

## SUBTITLE A

**Section 250.120 Seniority**

- a) Accumulation of Seniority.
  - 1) After the completion of the probationary period, the status employee's seniority shall date from the beginning of the probationary period. Seniority is accumulated on the basis of hours in a pay status exclusive of overtime. Seniority may be accumulated in certain types of non-pay status under specified conditions as provided for in subsections (f), (g), (h) and (j).
  - 2) Seniority once earned in a class is retained during any period of continuous employment:
    - A) Except as provided for in lesser units in accordance with subsection (k)(2).
    - B) Except an employee does not retain seniority in any class from which he has been demoted because of unsatisfactory performance or for disciplinary reasons.
- b) Retention of Seniority. Seniority accrued in a class is retained for that class for purposes of retreat rights even though an employee accepts a position in another class outside of the promotional line.
- c) Seniority Lists. Each employer shall maintain a public and current seniority list which includes the names of all status employees in each class in order of their seniority.
- d) Ties in Seniority Lists.
  - 1) If two or more employees have the same seniority, their names shall be placed on the seniority list in the order of their scores in the examination for the position; i.e., the person with the highest score shall be first, next highest second, and continuing in descending order of their scores. Seniority between employees who receive the same score on the examination shall be determined in accordance with years of service at the place of employment, then in accordance with date of application for employment.
  - 2) If two or more employees have the same seniority in the same lesser unit subsection (d)(1) shall apply.
- e) Accumulation of Seniority, or Service, in Promotional Line. Seniority, or service, in a higher class in a promotional line may be added to seniority, or service, earned in a lower class in the same line to compute total seniority, or service, in the lower class. Seniority earned in a class shall be counted toward seniority in a lower class in the same promotional line even though the employee may not have served in the lower class. Seniority, or service, earned in a lower class in a promotional line may not be added to seniority, or service, earned in a higher class in the same line to compute total seniority, or service, in the higher class.

## SUBTITLE A

- f) Accumulation of Seniority during Disability. Subject to limitation imposed by subsection (h), employees accrue seniority while on leave of absence for disability, as defined in Section 250.110(b)(2) and for an occupational or work-related disability that becomes the subject of payment of income benefits as defined by the Workers' Compensation Act [820 ILCS 305], the Workers' Occupational Diseases Act [ 820 ILCS 310], a State self-insurance program, or other appropriate authority.
- g) Accumulation of Seniority during Authorized Absence without Pay. An employee shall accrue seniority during approved leaves of absence without pay not exceeding a total of 30 work days within any calendar year.
- ~~h) Accumulation of Seniority during furlough. An employee shall accrue seniority during all furloughs not exceeding a total of 30 work days within any calendar year.~~
- ~~i~~h) Accumulation of Seniority during Layoff Status. An employee continues to accrue seniority during layoff occasioned by a break in the academic calendar or during any other layoff period not in excess of 30 consecutive work days.
- ~~j~~i) Accumulation of Seniority during Suspension. Employees do not accrue seniority while on suspension.
- ~~k~~j) Accumulation of Seniority during Military Service.
  - 1) A status employee accrues seniority during leave for military service until date of separation from active military service and for 90 calendar days thereafter, if such separation is under conditions other than dishonorable.
  - 2) An employee whose name has been certified and who has not completed the probationary period at the time of approval for leave for military service, shall continue to accrue seniority in his or her classification for the entire time of leave for military service until the date of separation from active service and for 90 calendar days thereafter, provided the employee meets the following conditions:
    - A) the separation from active military service is under conditions other than dishonorable,
    - B) reemployment occurs in a position of the same class as that employed at the time of leave for military service, and
    - C) the probationary is satisfactorily completed in the class upon reemployment.
- ~~l~~k) Effect of Lesser Units on Seniority.
  - 1) Lesser units, for purposes of determining seniority, may be approved by the Merit Board, provided two-thirds of the status employees within the class involved in the approval of the lesser unit shall agree to the creation of such lesser unit. A lesser unit can be disestablished only by agreement (i.e., election) of two-thirds of all status

## SUBTITLE A

employees in the class at the place of employment (subject to subsequent approval by the Merit Board).

- 2) A status employee who accepts a position in a different lesser unit relinquishes seniority acquired in the previous lesser unit, but cannot be required to serve another probationary period, providing there is no change in class.
- 3) An employee in a lesser unit who accepts a temporary assignment in another lesser unit during a period of layoff does not accrue seniority in the latter unit.

m) Effect of Vacation Time on Seniority at Time of Separation. At the time of separation, seniority shall be accrued only through the period of actual service to the employer. Payment for earned vacation time shall not be included in the seniority computation.

nm) Restoration of Seniority after Retirement. If a retired employee is reemployed within 60 days after retirement, seniority earned up to the effective date of retirement shall be restored.

(Source: Amended at 32 Ill. Reg. , effective October 16, 2008)

# STATE UNIVERSITIES CIVIL SERVICE SYSTEM

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**John Brewster**  
*Merit Board Chair*  
**Walter G. Ingerski**  
*Director*

December 19, 2001

TO: Rita Hunt, University of Illinois  
A.G. Monaco, Southern Illinois University  
Tom Morelock, Northern Illinois University  
Sharon Stanford, Illinois State University  
Alice Costa, State Universities Civil Service Advisory Committee

FROM: Ken Price & Dennis Smith, Co-chair

SUBJ: PAA Work/Study Committee

Attached is the Report of Second Meeting of PAA Work/Study Committee for your review. Please note it was agreed that all university representatives would send us their concerns and recommendations regarding this matter by January 2, 2002.

Enc.

✓ C: Director Ingerski

## REPORT OF SECOND MEETING OF PAA WORK/STUDY COMMITTEE.

The second meeting of the Principal Administrative Appointments Work/Study Committee was held on December 12, 2001 at the System Office. University representatives Rita Hunt, A.G. Monaco, Tom Morelock and Sharon Stanford were present as well as Alice Costa, representing the State Universities Civil Service Advisory Committee. Ken Price and Dennis Smith, Co-chairs of the Committee were present as well as Jeff Brownfield, Gail Hankins and Pulchratia Kinney from the System staff.

In discussing the Report of the First Meeting, Sharon Stanford suggested that the issue of AP employment offering employers the "ability to address issues that cannot be addressed under civil service, such as diversity" should also include the statement, or opinion, that civil service registers do not always furnish a diverse pool of candidates from which to choose.

During discussion of the processes used by employers to determine whether positions should be academic professional or civil service, there was considerable similarity noted between employers. In the majority of cases, representatives of the employer's academic and civil service human resources offices review requests to establish exempt positions and participate in the decision-making process.

We then turned our discussion to System office concerns about the loss of traditional civil service jobs to academic professional employment, such as those in human resources and upper-level administrative jobs in general. Charts were distributed showing changes in academic professional employees between 3/99 and 9/01, and occupational changes in civil service employment between FY 98 and FY 01. It was pointed out that in the opinion of the System staff, even though newly created jobs may meet the criteria standards for exemption, if a civil service class specification would also be appropriate for classification purposes, then such jobs should be civil service appointments. In these cases, System staff does not believe the employer has the option of choosing between hiring under civil service and exempting the job. Copies of recruiting announcements obtained from employer web sites were then distributed as examples of exempt jobs considered highly questionable in terms of appropriate application of the criteria standards.

One university representative commented that some of the announcements from his university were for what they consider "analog" faculty; e.g., grant funded jobs that continue only for the term of the grant for which civil service employment with seniority rights is neither administratively desirable nor needed. Another representative commented that AP jobs frequently have job-specific requirements as opposed to classification-specific requirements, wherein the ability to hire the type of employee needed for the job is best accomplished through AP employment. Another comment related to the time factor involved in the employment process. Selective certification under civil service is viewed by some as creating potential liability issues in addition to the required administrative "hoops" resulting in additional time expended before hiring can be accomplished. The bottom line is that it is easier to hire who they want for the job under AP employment.

Another issue, while perhaps not of utmost priority, but nonetheless constantly lurking in the background is the fact that AP employees are easier to discharge when necessary, as opposed to either the civil service discharge procedures, or discharge arbitration. It was also pointed out that the HR offices do not always have complete control over all matters; e.g., hiring. If the Dean of a college wants to fill a key job with an AP appointment even though a civil service class would also be appropriate, a way is found to accommodate the Dean's wishes. There also remains the concern that departments often wish to consider only persons possessing college degrees when filling certain types of jobs. Under current System policies, AP employment is seen as best serving that need.



A draft of a *Proposed Policy and Procedural Changes for Consideration and Discussion* was distributed and reviewed. There was uniform agreement by all university representatives that the document would be unacceptable to their universities. The remainder of the meeting was spent discussing several issues involving civil service requirements (either civil service rules or System policy) that were uniformly considered to be negative to civil service employment, thereby encouraging employers to utilize AP employment whenever possible.

There are several items of concern relating to registers, all of which result in the belief that our rules and/or procedures either interfere with, or prevent departments from hiring the persons they feel are best qualified for their jobs.

1. The first involves their inability to clear registers of persons who have been interviewed repeatedly without success, but who remain in referable positions, thereby blocking the certification of persons lower on the register for interview.
2. The second involves their inability to readily bypass those candidates who are only interested in filling a vacancy in a particular department.
3. A different, but similar problem exists on registers with candidates who were tested several years ago, but do not actively work in the field. Departments do not feel confident that such candidates are as well qualified in terms of today's technology as they may have been when originally tested.

The uniform consensus of all university representatives was that in an ideal merit system, registers would be voided after hiring decisions were made with the exception of those jobs for which frequent vacancies exist.

A different register issue involves the Rule of Three. With the exception of jobs for which massive registers exist, e.g., Building Service Worker, et al., departments do not feel our present rules allow for certification of a sufficient number of candidates for interview. There appeared to be general agreement that banding of examination scores would be a positive step in addressing this concern, *providing* the concerns involving removal of candidates and voiding of registers were addressed.

A different concern involves the ability to fill vacancies more quickly. This concern involves both registers and testing. The need exists for employers to be able to bypass candidates for referral who have expressed a preference for employment in a particular department only. Primarily however, the need exists for the System to revise or rethink the current method of examining candidates for these "gray area" jobs. The university representatives reported that the majority of persons they wish to consider for these types of jobs are not required to take written examinations when applying for jobs with other employers, thereby creating a negative recruiting factor in the view of prospective employees. In addition, the need to schedule, administer and score examinations further delays the hiring process, and ultimately does not provide them with any better candidate than they can recruit, interview and hire on their own as an AP appointment.

At the conclusion of the meeting, the representatives agreed to reduce what had been discussed to writing and submit their concerns and recommendations to our office by January 2, 2002.

## **Pilot Program Implementation**

To: Designated Employer Representatives/Human Resource Directors

From: Lewis T.(Tom) Morelock  
Executive Director

Date: October 1, 2002

### **Re.: Implementation of Pilot Program**

At its September 18, 2002 meeting, the Merit Board officially approved the new SUCSS Pilot Program. Effective October 1, 2002, universities and agencies may begin using the new Accounting Associate, Business/Administrative Associate, and Human Resources Associate classifications according to program specifications as outlined in the attached documents. Enclosed are copies of the PAA Work Study Committee Report and Recommendation containing many of the program specifics, along with the Class Specifications, Credentials Assessment Rating Form, and Employment Guidelines for each of the three new classifications. We have also included a copy of the quarterly reporting guidelines for this Program and a listing of some of the most frequently asked questions regarding the implementation of this Program.

As with any specific classification within our Civil Service System, universities and agencies can determine their individual level of utilization. We believe that the flexibility in employment procedures, created in this new Pilot Program through the use of these three new classifications, supports the overall campus/agency human resource operations by efficiently and effectively providing the best qualified applicant pool for each vacant or new position. This is a truly innovative Program and we hope that all universities and agencies begin utilizing the classifications and employment guidelines outlined in this Program to fill many of their professional-level positions.

As we begin the implementation stage of this Program, we ask also that each university and agency monitor closely the employment activities associated with the utilization of these new classifications. Do not hesitate to call or inform the System Office of any problems or ideas for improvement. This ongoing feedback and collaborative process is required as we progress through this program and consider possible modifications or an extension to other classifications. Please continue to diligently provide accurate quarterly reports on your utilization of the classifications in this Program.

We are excited about this new Pilot Program and have received many favorable comments. Your participation and continued feedback is vital to its success. Comments and questions can be sent to the System office or email to [tomm@sucss.state.il.us](mailto:tomm@sucss.state.il.us). Thank you for your support and encouragement.

### **Initial Pilot Program FAQ**

#### **Can a waiver of a degree be requested?**

This is a topic that we discussed and considered at length. Remember that this program is attempting to formalize a professional series of classifications, similar to many AP positions. In that respect, our initial presentation of this program must highlight the professionalism associated with these new classes. For now and until such time that the universities make the request for a waiver option, we felt that we must attach the degree requirement to give these classes that professional distinction.

#### **Can this program be used for other classes?**

We have already been asked that question by some universities. We want this program to include only these three classes for now. We really need to evaluate it carefully based on the use of only these three classes for a period of time, but if we see some success in this program, then possibly it can be expanded to include other classifications.

**Could we consider the option of eliminating scores? Use the categories "Well Qualified" and "Qualified." For example, persons with scores of 70 or 80 would be considered Qualified, while persons with scores of 90 and 100 would be considered Well Qualified. With this scoring system, there would be a need to send test scores to applicants; reducing the need to provide additional informational when applicants request a breakdown of their scores.**

At this point, we have decided not to use such categorical ratings. The statutory reference points, as related to categorical ratings of this nature, include some additional requirements and may reduce the flexibility in the employment process.

#### **Has the Civil Service reviewed other systems that utilize graded applications (i.e. Federal Government), to use as a model for the pilot program?**

We did not look specifically at these programs since there is a fundamental difference in our role and authority as related to some other systems. Applicants are not employed by the System Office, but instead by the university or agency of record. The university or agency has primary control over the electronic or paper job posting and application process. We do concur, and plan to indicate such in the presentation of this program, that some specific instructions for applicants should be conveyed in the job posting for these positions.

#### **How are values assigned to areas of specialization? Is there a point value, or does meeting that requirement trump the score?**

There is no point value attached to areas of specialization assigned to these positions. Satisfactory verification and fulfillment of the stated requirement, along with the other basic education and experience requirements, affords the applicant a minimum passing score.

#### **How will changes/increases in position duties and responsibilities be handled? Is there a promotional track that will be established, or is the next position level expected to be an academic professional position? How are different levels of positions within the class differentiated?**

The job specifications for these positions are so generic that any changes in position duties and responsibilities can be handled in a similar and consistent manner as with any other non-Civil Service professional position. The Employer is allowed to use discretion on salary upgrades and job content.

Local policies in this regard generally operate on a change in working title along with a salary adjustment. The only restriction from this perspective would be that the salary remain within the established university/agency pay range. It is not our intent to establish different levels within the class or a promotional track. These concepts are contained within the program and the Employer has discretion in how to apply these principles.

**Is participation in this Program optional?**

As with any classification, the Employer always has the option to utilize the classification or not. So, in response to your question, each Employer will have the option to participate or not. Please be reminded though, that with these classifications, we will have an additional outlet to use in instances where the AP general exemption has been inappropriately applied. From an audit standpoint, this raises the level of Employer accountability on this topic.

**Is the intent that after three months the register will be cleared and then the recruiting process will start over or can viable candidates be kept on the register in anticipation of the next vacancy? As an alternative, should the register be cleared once an open position has been filled, rather than clearing the register every three months?**

Maximum flexibility in this respect has been accomplished and Employers are allowed to determine when to void the registers, but must void them after one year.

**Is the movement of a civil service employee from an existing class to a classification under the pilot program considered a lateral or a reclassification/reallocation (i.e. Accountant IV to Accounting Associate or Personnel Officer III to Human Resources Associate)?**

In any case, this type of move would be defined as a reallocation. The final determination of whether a move like this is 'lateral' should be based simply on the assessment of whether the duties and responsibilities of the position have changed. Since these new classifications are not contained in any current classification series, such moves are not subject to any traditional Civil Service System designated promotion and, if the job duties have not changed, then could be considered a lateral move. Please be reminded though that many universities and/or agencies have supplemental internal policies, which may look at the salary range or earning potential of each classification when establishing the final salary in these transactions. An additional review of all local policies may be necessary.

**Is there a risk of anyone with the broad title bumping a person with the needed specialization?**

There is no risk of this unless that individual has demonstrated and verified their fulfillment of the specialization requirements and they are on an active register for that specialized position.

**Should required attributes of the class spec, which can be verified on the applicant's resume and/or application, be part of the rating sheet?**

Many of these attributes are abstract characteristics that cannot easily be assessed by a simple examination of the resume and/or application. It would be difficult to formalize a consistent process for assessment of these components and we do not envision this component to be included as part of this initial rating process.

**We have concerns with the Accounting Associate rating sheet. It appears that some qualifications could be counted twice under the minimum qualifications and again under the education, experience, or special certification sections.**

That only happens if the Special Certification (CPA or LPA) is used to minimally qualify the applicant. In that instance, we felt that the Special Certification (CPA or LPA) should carry more weight than just allowing the applicant to minimally qualify. We incorporated this concept into the scoring procedure. That is the only instance where it appears that a category of qualification also merits some additional points in the final point allocation. Our general intent is not to allow any additional scoring for components that the applicant used to meet the minimum qualifying score, except if they were beyond the expressed minimum level for qualification.

**What are the positives for the individual in one of these classifications?**

Typically in this employment scenario, these employees are FLSA-exempt, which may immediately qualify them for a higher level of benefit accrual. Additionally, with no direct tie to promotional lines, it affords a clean synergy between salary, merit, job assignment, and performance. The employment process and relationship associated with this classification structure is consistent with the true merit and quality-based concepts prevalent in the higher education employment arena, particularly as related to professional and academic appointments.

**Who keeps the registers?**

We feel that this program will stimulate communication between the campus HR office and the internal hiring department. That will be required if this program is to be utilized, since HR should keep the registers and at least be informed of the initial assessment of the resume/application.

**Who will define the areas of specialization (Civil Service or the Campus HR offices working with departments)?**

The Campus HR offices and the employing departments are to define any area of specialization to be attached to any positions in this new program.

**Will the person hired into a position with an area of specialization be protected from being bumped (in the layoff process) by a more senior employee who does not possess the area of specialization?**

That is correct. Individuals employed in positions with a defined area of specialization cannot be displaced in the layoff process by someone who does not possess the defined area of specialization.

**Will the proposed classifications eventually replace some of the existing classifications?**

That is one of the long-term objectives. Please understand that we view this program as a major shift in our conceptual foundation and requires somewhat of a major cultural change in operations. This program actually requires the employing department to look first at the objective in the employment transaction and then look at the method and means of accomplishing that objective. Our movement in this program is to afford the flexibility in procedures to allow the employing department to reach that goal. We believe then that, as employing departments are asked to first look at the objective in their employment decisions, there may still be some need for many of the traditional rules and procedures to remain as an alternative to meet that objective.

**Will we have to provide applicants their score? How is the proposed rating to be explained?**

Program guidelines define the type of communication required to all applicants. The communication of specific scores is not suggested and required initially, but can be provided upon inquiry. Please see the Program Guidelines for further instructions.

## MAJOR EMPLOYMENT ISSUES INVOLVING PAA'S

During the meeting of the PAA Work/Study Committee, the group was asked to discuss some of the reasons employers prefer to utilize PAA's as opposed to civil service appointments. Of those issues identified, the following appeared to be the major reasons for utilizing PAA appointments *over which our office has either direct control or the ability to change or modify without statutory revisions*. **These issues and resulting recommendations are limited to those jobs that will fit upper-level civil service positions as well as meet the criteria standards for exemption.**

This list is neither all-inclusive, nor does any one issue over-shadow all others. However, when attempting to view the "pros and cons" of using PAA appointments versus civil service appointments from the employer's viewpoint, the following issues rank at the top of the "cons" for utilizing civil service appointments.

While making all of the recommended changes will not immediately resolve all of the problems with respect to academic professional employees, we do believe it will go a long way in slowing the trend of civil service employees becoming more and more limited to the clerical, service and trades occupations.

## ISSUE #1

### Degree Requirements

During the initial PAA Work Study Committee, there were a number of concerns raised from member universities about the qualifications of applicants. They believe that in many instances a degree is essential in their being able to recruit and retain qualified applicants and employees. Simply stated, the university representatives believe that professional employees should have a college degree.

In many instances, when confronted with the option of being able to hire a degreed candidate as a PAA or a civil service candidate who may or may not have a degree, the university often creates a PAA position where there is the ability to demand that all applicants have college degrees.

### **Recommendation:**

We have selected civil service professional classifications (similar to those positions that are being converted to PAA's) where we believe that the minimum qualifications should be changed to require and/or allow preference for those with a Bachelor's degree.

1. Initial list of classes, which will require all applicants to possess a college degree.

Accountant	III, IV, V
Personnel Officer	III, IV, V
Internal Auditor	III, IV, V
Financial Aid Advisor	III, IV
Admission and Records Officer	III
Business Manager	I, II
Administrative Assistant	I, II
Benefits Manager	
Deputy Director	
2. Initial list of classes, which will favor a college degree, we will revise the class specification and examination scoring to grant more points to applicants with degrees than to those without.

<u>Classification</u>	
Accountant	I, II
Personnel Officer	I, II
Internal Auditor	I, II
Financial Aid Advisor	I, II
Admission and Records Officer	I, II



## ISSUE #2

### Registers

Our current register rule allows names to be purged only if the candidate wishes to allow his/her name to be removed regardless of the length of time the candidate has been on the register. Persons who remain in referable positions on the register (top 3 scores) after having been passed over for hire after several interviews can effectively block the register. Therefore, when a department is confronted with the option of being able to hire a desirable candidate as a PAA or be forced to hire someone under civil service who has previously been interviewed and is not considered a desirable candidate, then the choice is obvious.

### Recommendation:

While the previous recommendations regarding degree requirements will tend to have a positive impact on register composition, it will not eliminate those persons who remain on registers for years without a voiding. While the preferred course of action would be to remove names from registers after a designated period, such action will require a Rule change. In the alternative, the Examination Division could routinely void registers with all revisions of class specifications and/or examinations unless employers recommended no voiding.

### ISSUE #3

#### Certification of Names from Registers

The primary complaint with the certification of names from registers for these types of jobs is the fact that the candidate population eligible for referral is frequently too limited. For example, there is no empirical evidence establishing that a candidate with a test score of 98 is indicative of a better-qualified candidate than one with a test score of 93. In addition, other employer issues that need to be addressed, such as diversity, frequently cannot be accommodated under our present procedures.

#### **Recommendation:**

Modify our Procedures Manual to provide for *Banding of Test Scores* that will group a series of *examination scores* into a single *register score*. For example, all candidates with test scores of 101 – 110 would have a register score of 110; test scores of 96 – 100 would have a register score of 100; test scores of 91 – 95 would have a register score of 95, etc. This type of banding would remain consistent with our Statute requirement that persons shall take rank upon the registers as candidates in the order of the relative excellence as determined by examination. The actual determination of banding groups might best be addressed by a Work/Study Committee established for this purpose.

## ISSUE #4

### Testing/Recruiting

In the process of attracting and hiring employees for these types of jobs, applicants do not view testing as a positive recruiting tool, nor do employers consider it a particular benefit to them in the selection of employees. Employers do not believe our civil service tests give them any better candidates than they can recruit for, interview and select on their own.

### **Recommendation:**

1. For classes such as Accountants and Auditors for which professional certification awards such as CPA and CIA is generally considered as reflecting highest-level achievement, substantiation of the award might be acceptable in lieu of formal testing and such applicants be awarded an automatic score of 100.
2. Applicants for classes in which specialized position certification has been approved who meet all of the specialty factors established for the position would all be considered of the same relative excellence and therefore achieve the same examination score; e.g., 100. Applicants who meet some, but not all of the specialty factors established for the position would receive a lesser score. In either event, grading of the application would constitute the "examination".
3. A list of classes might be developed for which grading of the application would constitute the "examination".

#### Employer Responsibility

Employers will institute procedures to ensure that all new and vacant positions are assumed to be civil service positions, even if the vacated position was formerly a PAA position. Exceptions as delineated by Statute 36e (along with all standard titles) will still apply, only after each employer has exhausted all civil service classifications. The System Office will monitor Occupational Area Code 01, 02 and 03 for increases and decreases.

### **Pilot Program Incumbent Statistical Review**

CLASSIFICATION	Jan. 03	Jan. 04	Jan. 05	Jan. 06	Jan. 07	Jan. 08	Jan. 09
ACCOUNTING ASSOCIATE	0	2	6	7	11	12	16
BUSINESS/ADMINISTRATIVE ASSOCIATE	7	27	44	49	62	79	89
HUMAN RESOURCE ASSOCIATE	4	6	8	9	10	15	18
INFO TECH MGR/ADMIN CORD	N/A	1	6	29	38	41	49
INFO TECH TECHNICAL ASSOCIATE	N/A	N/A	2	19	85	97	143
INFO TECH SUPPORT ASSOCIATE	N/A	N/A	6	19	36	67	94
<b>TOTAL</b>	<b>11</b>	<b>36</b>	<b>72</b>	<b>132</b>	<b>242</b>	<b>311</b>	<b>409</b>

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### **SALARY SURVEY DATA**

CLASS CODE	CLASSIFICATION	EMPLOYER	NUMBER INCUMBENTS
5000	ACCOUNTING ASSOCIATE	ILLINOIS STATE	4
5000	ACCOUNTING ASSOCIATE	U OF I CHICAGO	1
5000	ACCOUNTING ASSOCIATE	SIU-CARBONDALE	5
5000	ACCOUNTING ASSOCIATE	SIU-SCHOOL OF MEDICINE	2
5000	ACCOUNTING ASSOCIATE	CHICAGO STATE	2
5000	ACCOUNTING ASSOCIATE	SIU-EDWARDSVILLE	2
		<b>TOTAL</b>	<b>16</b>
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	SIU-CARBONDALE	6
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	NORTHERN	12
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	SIU-SCHOOL OF MEDICINE	2
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	ILLINOIS STATE	9
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	U OF I CHICAGO	5
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	EASTERN	1
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	COLLEGE OF MEDICINE-PEORIA	2

5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	NORTHEASTERN	6
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	SIU-EDWARDSVILLE	17
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	GOVERNOR STATE	16
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	CHICAGO STATE	13
		<b>TOTAL</b>	<b>89</b>
5020	HUMAN RESOURCE ASSOCIATE	ILLINOIS STATE	1
5020	HUMAN RESOURCE ASSOCIATE	SUCSS	2
5020	HUMAN RESOURCE ASSOCIATE	GOVERNOR STATE	3
5020	HUMAN RESOURCE ASSOCIATE	SIU-CARBONDALE	1
5020	HUMAN RESOURCE ASSOCIATE	SIU-EDWARDSVILLE	1
5020	HUMAN RESOURCE ASSOCIATE	U OF I CHICAGO	3
5020	HUMAN RESOURCE ASSOCIATE	NORTHEASTERN	5
5020	HUMAN RESOURCE ASSOCIATE	WESTERN	1
5020	HUMAN RESOURCE ASSOCIATE	CHICAGO STATE	1
		<b>TOTAL</b>	<b>18</b>
5032	INFO TECH SUPPORT ASSOCIATE	ILLINOIS STUDENT ASSISTANCE COMM	1
5032	INFO TECH SUPPORT ASSOCIATE	GOVERNOR STATE	3
5032	INFO TECH SUPPORT ASSOCIATE	ILLINOIS STATE	15
5032	INFO TECH SUPPORT ASSOCIATE	NORTHERN	45
5032	INFO TECH SUPPORT ASSOCIATE	U OF I CHICAGO	9
5032	INFO TECH SUPPORT ASSOCIATE	CHICAGO STATE	7
5032	INFO TECH SUPPORT ASSOCIATE	SIU-SCHOOL OF MEDICINE	5
5032	INFO TECH SUPPORT ASSOCIATE	NORTHEASTERN	3
5032	INFO TECH SUPPORT ASSOCIATE	SIU-CARBONDALE	6
		<b>TOTAL</b>	<b>94</b>
5031	INFO TECH TECHNICAL ASSOCIATE	SUCSS	1
5031	INFO TECH TECHNICAL ASSOCIATE	U OF I CHICAGO	19
5031	INFO TECH TECHNICAL ASSOCIATE	ILLINOIS STATE	21
5031	INFO TECH TECHNICAL ASSOCIATE	DSCC	7
5031	INFO TECH TECHNICAL ASSOCIATE	GOVERNOR STATE	6

5031	INFO TECH TECHNICAL ASSOCIATE	NORTHERN	38
5031	INFO TECH TECHNICAL ASSOCIATE	CHICAGO STATE	5
5031	INFO TECH TECHNICAL ASSOCIATE	ILLINOIS STUDENT ASSISTANCE COMM	3
5031	INFO TECH TECHNICAL ASSOCIATE	SIU-EDWARDSVILLE	15
5031	INFO TECH TECHNICAL ASSOCIATE	COLLEGE OF MEDICINE-PEORIA	2
5031	INFO TECH TECHNICAL ASSOCIATE	U OF I CHICAGO - HOSPITAL	2
5031	INFO TECH TECHNICAL ASSOCIATE	SIU-SCHOOL OF MEDICINE	5
5031	INFO TECH TECHNICAL ASSOCIATE	SIU-CARBONDALE	16
5031	INFO TECH TECHNICAL ASSOCIATE	NORTHEASTERN	3
		<b>TOTAL</b>	<b>143</b>

5030	INFO TECH MGR/ADMIN CORD	ILLINOIS STUDENT ASSISTANCE COMM	4
5030	INFO TECH MGR/ADMIN CORD	ILLINOIS STATE	19
5030	INFO TECH MGR/ADMIN CORD	U OF I CHICAGO	2
5030	INFO TECH MGR/ADMIN CORD	SUCSS	1
5030	INFO TECH MGR/ADMIN CORD	COLLEGE OF MEDICINE-PEORIA	1
5030	INFO TECH MGR/ADMIN CORD	NORTHERN	4
5030	INFO TECH MGR/ADMIN CORD	SIU-SCHOOL OF MEDICINE	3
5030	INFO TECH MGR/ADMIN CORD	U OF I CHICAGO - HOSPITAL	1
5030	INFO TECH MGR/ADMIN CORD	CHICAGO STATE	1
5030	INFO TECH MGR/ADMIN CORD	GOVERNOR STATE	5
5030	INFO TECH MGR/ADMIN CORD	SIU-CARBONDALE	8
		<b>TOTAL</b>	<b>49</b>

**Employer Participation**

<b>CLASS CODE</b>	<b>CLASSIFICATION</b>	<b>EMPLOYER</b>	<b>NUMBER INCUMBENTS</b>
5000	ACCOUNTING ASSOCIATE	CHICAGO STATE	2
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	CHICAGO STATE	13
5020	HUMAN RESOURCE ASSOCIATE	CHICAGO STATE	1
5032	INFO TECH SUPPORT ASSOCIATE	CHICAGO STATE	7
5031	INFO TECH TECHNICAL ASSOCIATE	CHICAGO STATE	5
5030	INFO TECH MGR/ADMIN CORD	CHICAGO STATE	1
		<b>TOTAL</b>	<b>29</b>
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	COLLEGE OF MEDICINE-PEORIA	2
5031	INFO TECH TECHNICAL ASSOCIATE	COLLEGE OF MEDICINE-PEORIA	2
5030	INFO TECH MGR/ADMIN CORD	COLLEGE OF MEDICINE-PEORIA	1
		<b>TOTAL</b>	<b>5</b>
5031	INFO TECH TECHNICAL ASSOCIATE	DSCC	7
		<b>TOTAL</b>	<b>7</b>
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	EASTERN	1
		<b>TOTAL</b>	<b>1</b>
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	GOVERNOR STATE	16
5020	HUMAN RESOURCE ASSOCIATE	GOVERNOR STATE	3
5032	INFO TECH SUPPORT ASSOCIATE	GOVERNOR STATE	3
5031	INFO TECH TECHNICAL ASSOCIATE	GOVERNOR STATE	6
5030	INFO TECH MGR/ADMIN CORD	GOVERNOR STATE	5
		<b>TOTAL</b>	<b>33</b>
5000	ACCOUNTING ASSOCIATE	ILLINOIS STATE	4
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	ILLINOIS STATE	9
5020	HUMAN RESOURCE ASSOCIATE	ILLINOIS STATE	1
5032	INFO TECH SUPPORT ASSOCIATE	ILLINOIS STATE	15



<b>CLASS CODE</b>	<b>CLASSIFICATION</b>	<b>EMPLOYER</b>	<b>NUMBER INCUMBENTS</b>
5031	INFO TECH TECHNICAL ASSOCIATE	ILLINOIS STATE	21
5030	INFO TECH MGR/ADMIN CORD	ILLINOIS STATE	19
		<b>TOTAL</b>	<b>69</b>
5032	INFO TECH SUPPORT ASSOCIATE	ILLINOIS STUDENT ASSISTANCE COMM	1
5031	INFO TECH TECHNICAL ASSOCIATE	ILLINOIS STUDENT ASSISTANCE COMM	3
5030	INFO TECH MGR/ADMIN CORD	ILLINOIS STUDENT ASSISTANCE COMM	4
		<b>TOTAL</b>	<b>8</b>
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	NORTHEASTERN	6
5020	HUMAN RESOURCE ASSOCIATE	NORTHEASTERN	5
5032	INFO TECH SUPPORT ASSOCIATE	NORTHEASTERN	3
5031	INFO TECH TECHNICAL ASSOCIATE	NORTHEASTERN	3
		<b>TOTAL</b>	<b>17</b>
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	NORTHERN	12
5032	INFO TECH SUPPORT ASSOCIATE	NORTHERN	45
5031	INFO TECH TECHNICAL ASSOCIATE	NORTHERN	38
5030	INFO TECH MGR/ADMIN CORD	NORTHERN	4
		<b>TOTAL</b>	<b>99</b>
5000	ACCOUNTING ASSOCIATE	SIU-CARBONDALE	5
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	SIU-CARBONDALE	6
5020	HUMAN RESOURCE ASSOCIATE	SIU-CARBONDALE	1
5032	INFO TECH SUPPORT ASSOCIATE	SIU-CARBONDALE	6
5031	INFO TECH TECHNICAL ASSOCIATE	SIU-CARBONDALE	16
5030	INFO TECH MGR/ADMIN CORD	SIU-CARBONDALE	8
		<b>TOTAL</b>	<b>42</b>
5000	ACCOUNTING ASSOCIATE	SIU-EDWARDSVILLE	2
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	SIU-EDWARDSVILLE	17
5020	HUMAN RESOURCE ASSOCIATE	SIU-EDWARDSVILLE	1

<b>CLASS CODE</b>	<b>CLASSIFICATION</b>	<b>EMPLOYER</b>	<b>NUMBER INCUMBENTS</b>
5031	INFO TECH TECHNICAL ASSOCIATE	SIU-EDWARDSVILLE	15
		<b>TOTAL</b>	<b>35</b>
5000	ACCOUNTING ASSOCIATE	SIU-SCHOOL OF MEDICINE	2
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	SIU-SCHOOL OF MEDICINE	2
5032	INFO TECH SUPPORT ASSOCIATE	SIU-SCHOOL OF MEDICINE	5
5031	INFO TECH TECHNICAL ASSOCIATE	SIU-SCHOOL OF MEDICINE	5
5030	INFO TECH MGR/ADMIN CORD	SIU-SCHOOL OF MEDICINE	3
		<b>TOTAL</b>	<b>17</b>
5020	HUMAN RESOURCE ASSOCIATE	SUCSS	2
5031	INFO TECH TECHNICAL ASSOCIATE	SUCSS	1
5030	INFO TECH MGR/ADMIN CORD	SUCSS	1
		<b>TOTAL</b>	<b>4</b>
5000	ACCOUNTING ASSOCIATE	U OF I CHICAGO	1
5010	BUSINESS/ADMINISTRATIVE ASSOCIATE	U OF I CHICAGO	5
		<b>TOTAL</b>	<b>6</b>
5020	HUMAN RESOURCE ASSOCIATE	U OF I CHICAGO	3
5032	INFO TECH SUPPORT ASSOCIATE	U OF I CHICAGO	9
5031	INFO TECH TECHNICAL ASSOCIATE	U OF I CHICAGO	19
5030	INFO TECH MGR/ADMIN CORD	U OF I CHICAGO	2
		<b>TOTAL</b>	<b>33</b>
5031	INFO TECH TECHNICAL ASSOCIATE	U OF I CHICAGO - HOSPITAL	2
5030	INFO TECH MGR/ADMIN CORD	U OF I CHICAGO - HOSPITAL	1
		<b>TOTAL</b>	<b>3</b>
5020	HUMAN RESOURCE ASSOCIATE	WESTERN	1
		<b>TOTAL</b>	<b>1</b>

## POLICE SERIES

<b>Code No.</b>	<b>Class Title</b>	<b>Occ. Area</b>	<b>Work Area</b>	<b>Prob. Period</b>	<b>Effective Date</b>	<b>Last Action</b>
3086(2786)	Police Officer	13	069	12 mo.		Rev.
2787(0951)	Police Corporal	13	069	12 mo.		Rev.
3081(3266)	Police Sergeant	13	069	12 mo.		Rev.
3076(2755)	Police Lieutenant	03	069	12 mo.		Rev.
3068(0629)	Police Captain	03	069	12 mo.		Rev.
2788(0731)	Police Major/*Deputy Chief	03	069	12 mo.		Rev.

*\*Denotes Alternate Title for class*

### *Promotional Line: 144*

#### Series Narrative

Employees in positions allocated to this series safeguard lives and personal property by enforcing applicable State statutes, city or county ordinances, and university regulations. At higher levels of the series, they supervise or administer varying segments of the campus public safety operations. They may also become involved in maintaining liaisons with other safety or security agencies, in the development and implementation of contingency plans for emergencies, and in the establishment/maintenance of good community relations.

Employees in this series typically –

- patrol assigned areas
- investigate incidents
- make arrests
- direct vehicle or pedestrian traffic
- respond in emergency public safety situations
- orally communicate with diverse publics
- write reports
- promote good university/ community relations
- cooperate with other safety or public safety personnel (such as public safety guards, residence hall attendants, fire fighters, or local police authorities)

#### DESCRIPTIONS OF LEVELS OF WORK

##### **Level I: Police Officer**

**3086**

Employees in positions allocated to this level safeguard lives and property by enforcing applicable laws and regulations and promoting good university/community relations. They work under general supervision of higher level personnel.

A Police Officer typically –

1. patrols assigned post, investigates incidents, and makes arrests on view or on warrant violations of State statutes, city and county ordinances, or university regulations

2. conducts investigations, as required, and submits reports to supervisors of infractions of rules and regulations of the university, State laws, and city and county ordinances
3. directs vehicle and pedestrian traffic and enforces parking and traffic rules and regulations
4. investigates and reports obstructions in streets and sidewalks, holes, leaking or faulty utility services, or other unusual conditions that might endanger the public safety
5. controls pedestrian traffic
6. assists local police agencies during emergencies
7. performs other related duties as assigned

**Level II: Police Corporal****2787**

Employees in positions allocated to this level supervise a group of Police Officers assigned to a mutual work period and having a common type of activity. They work under general supervision of higher level personnel.

A Police Corporal typically –

1. supervise the work activities of other designated personnel assigned to a mutual work period and having a common activity in order to assure fulfillment of public safety needs
2. participates in the activities carried out by other Police Officers assigned to the work group
3. maintains contact with superior; transmits and assures compliance with special instructions for the work group
4. provides effective response to emergency public safety needs
5. performs other related duties as assigned

**Level III: Police Sergeant****3081**

Employees in positions allocated to this level coordinate and supervise the activities of all designated personnel assigned to a common activity and/or mutual work periods. They work under direction from higher level personnel.

A Police Sergeant typically--

1. supervises and coordinates the activities of designated personnel in order to assure compliance with department goals, policies and procedures, as well as with specific individual instructions
2. schedules, or assists in scheduling, designated personnel to provide adequate workforce coverage for vacations, sickness, court appearances, special public events, etc.
3. assists in the development of operational policies and plans
4. provides effective response to emergency public safety needs
5. performs other related duties as assigned

**Level IV: Police Lieutenant****3076**

Employees in positions allocated to this level are responsible for assisting in the overall management of police activities and personnel. They work under general direction from higher level personnel.

A Police Lieutenant typically –

1. manages and supervises the activities of designated personnel
2. assumes responsibility for meeting institutional public safety requirements by maintaining effective work performance and workforce utilization
3. develops and implements operational policies and procedures
4. provides effective response to emergency public safety needs
5. performs other related duties as assigned

**Level V: Police Captain****3068**

Employees in positions allocated to this level are responsible for the continuing administration of major operations or organizational segments of a public safety department. They work under administrative direction from higher level personnel.

A Police Captain typically –

1. determines operational goals of the activity necessary to meet public safety needs of the institution
2. supervises designated personnel
3. ensures development, implementation, revision and enforcement of operating policies and procedures
4. assumes the duties and responsibilities of the operational head of the public safety department during absences
5. provides effective response to emergency public safety needs
6. performs other related duties as assigned

**Level VI: Police Major/\*Deputy Chief****2788**

Employees in positions allocated to this level act as a direct assistant to the head of an institutional public safety operation, continuously assigned and responsible for various managerial duties delegated by the operational head. They work under administrative direction from the department head or higher level personnel.

A Police Major/\*Deputy Chief typically –

1. determines organizational goals necessary to meet public safety needs of the institution
2. manages and supervises the work performance of subordinate management and supervisory level personnel
3. provides effective response to emergency public safety needs
4. performs other related duties as assigned

**MINIMUM ACCEPTABLE QUALIFICATION REQUIRED FOR ENTRY INTO ALL LEVELS:****CREDENTIALS TO BE VERIFIED BY PLACEMENT OFFICER:**

1. High school graduation or equivalent.
2. Possession of a valid driver's license.
3. No record of conviction of a felony, **or certain misdemeanors as identified in the Illinois Police Training Act (50 ILCS 705 et seq.)**, or a crime involving moral turpitude.
4. Eligibility for bonding, if required by the employing institution.
5. Successful completion of the Basic Law Enforcement Officers Training course as prescribed by the Illinois Law Enforcement Training & Standards Board, if required by the employing institution. All recruit law enforcement officers who successfully complete this course after September 1, 1984 are required to successfully pass the Law Enforcement Officers Certification Examination. (Applicants lacking such training at time of appointment will be required to complete such requirement during, and as a part of, their probationary period of employment in this class.)
6. Must be at least 21 years of age upon employment. (This requirement may be further defined by local recruitment, examination, and employment policies, provided age requirements have been met with regard to all other applicable state and federal regulations in this respect.)

**NOTE:** *Persons who have not successfully completed the mandated firearm training course, as approved and recognized by the Illinois Law Enforcement Training & Standards Board, must complete the course during their probationary period. Police officers are not authorized to carry a service weapon until successfully completing such training.*

**PERSONAL ATTRIBUTES NEEDED TO UNDERTAKE JOB:**

1. Good character.
2. Ability to develop and maintain working knowledge of Illinois Criminal Statutes, Illinois vehicle code, local ordinances, University rules and regulations, and civil law related to the police mission.
3. Ability to develop and maintain working knowledge of University community geography.
4. Ability to develop and maintain working knowledge of University Police Department directives.
5. Ability to develop and maintain working knowledge of modern approved principles, practices, and procedures of police work.
6. Ability to understand and carry out verbal and written instructions.
7. Ability to verbally communicate effectively during normal conditions and stressful and emergency circumstances.
8. Ability to operate a vehicle in a safe manner during normal conditions and stressful and emergency circumstances.

9. Ability to develop and maintain skill in the use of firearms and other defensive tactics (weapons and unarmed).
10. Ability to enforce laws, ordinances, rules and regulations with tact, impartiality, and firmness.
11. Ability to mentally and physically react effectively, quickly, calmly, and rationally during time of conflict and emergencies.
12. Ability to gather information and prepare complete, concise, and accurate reports.

**ADDITIONAL MINIMUM ACCEPTABLE QUALIFICATIONS REQUIRED****Level I: Police Officer****3086**

ADDITIONAL CREDENTIALS TO BE VERIFIED BY PLACEMENT OFFICER:

None

ADDITIONAL DESIRED PERSONAL ATTRIBUTES:

None

**Level II: Police Corporal****2787**

ADDITIONAL CREDENTIALS TO BE VERIFIED BY PLACEMENT OFFICER:

**1. Meet one of the following two job experience requirements:**

- a. One (1) year of **continuous full-time experience** as a police officer with the **same** federal, state, county, college or university, municipal, or public institutional police organization having a recognized merit system.

**OR**

- b. **One (1) consecutive year of active military duty.**

ADDITIONAL DESIRED PERSONAL ATTRIBUTES:

1. Ability to provide sound leadership to subordinate staff.
2. Ability to train subordinate personnel in police security measures, inspection procedures, report preparation, and safety practices.

**Level III: Police Sergeant****3081**

ADDITIONAL CREDENTIALS TO BE VERIFIED BY PLACEMENT OFFICER:

1. **Associate degree (60 semester credit hours) granted by an accredited institution of higher education, preferably in police science, law enforcement, or other police or law curriculum.**

2. Meet one of the following two job experience requirements:
  - a. Twenty-four (24) months of continuous full-time experience as a police officer with the same federal, state, county, college or university, municipal, or public institutional police organization having a recognized merit system.

OR

- b. Twenty-four (24) consecutive months of active military duty.

**ADDITIONAL DESIRED PERSONAL ATTRIBUTES:**

1. Ability to provide sound leadership to subordinate staff.
2. Ability to train subordinate personnel in police security measures, inspection procedures, report preparation, and safety practices.

**Level IV: Police Lieutenant**

**3076**

**ADDITIONAL CREDENTIALS TO BE VERIFIED BY PLACEMENT OFFICER:**

1. Bachelor's degree (120 semester credit hours) granted by an accredited institution of higher education, preferably in police science, law enforcement, or other police or law curriculum.
2. Meet one of the following two job experience requirements:
  - a. Four (4) years of continuous full-time experience as a police officer with the same federal, state, county, college or university, municipal, or public institutional police organization having a recognized merit system, with at least one (1) year of supervisory experience in the field.

OR

- b. Four (4) consecutive years of active military duty, with a least one (1) year of supervisory experience.

**ADDITIONAL DESIRED PERSONAL ATTRIBUTES:**

1. Ability to provide sound leadership to subordinate staff.
2. Ability to train subordinate personnel in police security measures, inspection procedures, and safety practices.
3. Ability to plan, coordinate and direct the efforts of a police staff.
4. Working knowledge of supervisory techniques and practices.
5. Working knowledge of public relations techniques and practices.



**Level V: Police Captain****3068**

## ADDITIONAL CREDENTIALS TO BE VERIFIED BY PLACEMENT OFFICER:

1. Bachelors degree (120 semester credit hours) granted by an accredited institution of higher education, preferably in police science, law enforcement, or other police or law curriculum.
  2. Meet one of the following two job experience requirements:
    - a. Six (6) years of continuous full-time experience as a police officer with the same federal, state, county, college or university, municipal, or public institutional police organization having a recognized merit system with at least two (2) years of supervisory experience in the field.
- OR
- b. Six (6) consecutive years of active military duty, with at least two (2) years of supervisory experience.

## ADDITIONAL DESIRED PERSONAL ATTRIBUTES:

1. Ability to provide sound leadership to subordinate staff.
2. Ability to train subordinate personnel in police security measures, inspection procedures, and safety practices.
3. Ability to plan, coordinate and direct the efforts of a police staff.
4. Working knowledge of supervisory techniques and practices.
5. Working knowledge of public relations techniques and practices.

**Level VI: Police Major/\*Deputy Chief****2788**

## CREDENTIALS TO BE VERIFIED BY PLACEMENT OFFICER:

1. Bachelor's degree (or 120 semester credit hours) granted by an accredited institution of higher education, preferably in police science, law enforcement, or other police or law curriculum.
  2. Meet one of the following two job experience requirements:
    - a. Eight (8) years of continuous full-time experience as a police officer with the same federal, state, county, college or university, municipal, or public institutional police organization having a recognized merit system with at least three (3) years of supervisory experience in the field.
- OR
- b. Eight (8) consecutive years of active military duty, with at least three (3) years of supervisory experience.

## ADDITIONAL DESIRED PERSONAL ATTRIBUTES:

1. Ability to provide sound leadership to subordinate staff.
2. Ability to train subordinate personnel in police security measures, inspection procedures, and safety practices.
3. Ability to plan, coordinate and direct the efforts of a police staff.
4. Working knowledge of supervisory techniques and practices.
5. Working knowledge of public relations techniques and practices.

*Note: Educational credit given only for coursework taken at a college/university accredited by one of the following associations:*

*Middle States Association of Colleges and Schools  
North Central Association of Colleges and Schools  
New England Association of Schools and Colleges  
Northwest Association of Schools and Colleges  
Southern Association of Colleges and Schools  
Western Association of Schools and College*

*Note: Upon an employee's request, a waiver of educational requirements for supervisory positions can be submitted and considered for current police officers originally and continuously employed by the university prior to July 1, 2009.*

**SUCSS Pilot Program Feedback - Executive Summary**  
**May 2009**

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***Introduction***

The Pilot Program is an experimental program that is part of the SUCSS reform efforts. The net effect of this program has been to blur the line between certain civil service classifications and academic professional positions, which both require degrees and experience. Initiated in 2002, the Pilot Program has enjoyed only limited success – in total under 400 positions from all state universities – representing less than 2% of all classified civil service positions statewide.

***Positive Aspects of the Pilot Program***

This program appears, at some levels, to address many of the concerns and complaints regarding the rigidity of the current civil service system. It offers some marked improvements over the current civil service system in the following areas:

- **Hiring Process:**
  - The Pilot Program allows hiring departments/units access to more than 3 applicants at a time, providing for a more timely completion of the hiring process.
  - The specialty factors required of each position within the Pilot Program provide a more qualified applicant pool that better meets the needs of the department/unit.
  - Because there is no standing register for positions within this program, hiring units/departments have access to new candidates for each vacancy who exhibit the characteristics required of the particular position.
  - The application process is similar to private sector positions, which is more familiar to candidates, leading to more successful recruitment into Pilot Program positions.
- **Compensation:**
  - The salaries within this program are position specific and allow units greater decision-making authority in setting starting salaries, while also avoiding the need for additional salary approvals for above minimum hires.
  - The flexibility also provides units the opportunity to offer salary increases to employees within Pilot Program positions on a merit basis versus seniority basis.
- **Layoffs/Bumping:**
  - The program minimizes operational disruptions during layoffs thanks to the specialty factors encompassed in each position. This allows for protection from bumping since the individuals who are bumped will be required to meet the specialty factors in order to move into a Pilot Program position.

***Challenges of the Pilot Program***

Although the positive aspects about the program appear to provide universities with a feasible alternative to the current Civil Service system, in reality, some of these enhancements are limited as indicated below:

- **Hiring Process:**
  - The Pilot Program offers an additional hiring option to departments/units, often causing confusion to the hiring units, who need to determine if a Pilot Program classification is

- appropriate for the position that is being advertised. Specifically, there is an area of conflict and overlap with the exempt titles of Specialist, Coordinator and Assistants.
- Additionally, if the unit chooses to use a Pilot Program classification, they must determine the specialty factors required of the position, which is an additional, often labor-intensive, step in the hiring process.
  - **Compensation:**
    - Each University is responsible for establishing the salary structures for the Pilot Program positions, which can be difficult and time-consuming. It is also complicated to determine how these salary structures should compare to the salary structures of the current Civil Service system.
  - **Layoffs/Bumping/Seniority:**
    - Because this program is new and limited to a very small number of employees within the Civil Service system, universities have not yet experienced turnover in the pilot classifications. However, there is a concern about how this will be handled if it does occur due to the lack of guidance from SUCSS on how these positions can be compared to the current Civil Service classifications.
    - In these difficult economic times, where layoffs are imminent, the uncertainty of how to deal with a layoff/bumping situation presents a barrier to those who may be interested in utilizing the Pilot Program.
  - **Promotions:**
    - The Pilot Program does not provide a series of classifications or a means to promote employees within the program. Employees within the program can be awarded additional compensation, but there is no progression in title, which is important to many individuals.
    - Similarly, the program does not provide a means for distinguishing between different levels within a single classification such as supervisory versus non-supervisory employees.
  - **Program Management:**
    - It takes a significant amount of time and resources to:
      - determine and maintain the specialty factors for a Pilot Program position,
      - complete the Credential Assessment Form,
      - maintain a separate record-keeping system for the Pilot Program system, which is necessary at many universities because of the differences between the current Civil Service System and the Pilot Program.
    - Also, many universities do not have individuals with the experience to properly administer a hiring process such as that utilized in the private sector, and imitated in the Pilot Program. Often the individuals who manage the Civil Service process at the University only have experience with the current Civil Service hiring process, and, therefore, cannot properly administer the process required by the Pilot Program.
    - In this time of scarce resources, it is difficult to find the manpower to properly manage both types of Civil Service classifications.
  - Probationary and disciplinary procedures have not been established for the Pilot Program. If a problem were to occur with an employee within the Pilot Program, there is no guidance as to how to proceed with a disciplinary process.

### **Conclusion**

Although this program is meant to offer a more flexible option for Universities in hiring Civil Service employees, there are a number of concerns that have yet to be addressed before individuals are willing

to embrace this new program whole-heartedly. Some Universities have expressed that they would like a better understanding of the long-term goals of this program before moving forward with a wide-spread implementation of the Pilot Program.

In order to bridge some of the gaps between what is intended of the SUCSS Pilot Program, and the challenges faced by the State Universities, University representatives are highly interested in meeting with SUCSS to discuss how changes to this program could make it a more viable long-term option.